THE Rocky Mountain Leader

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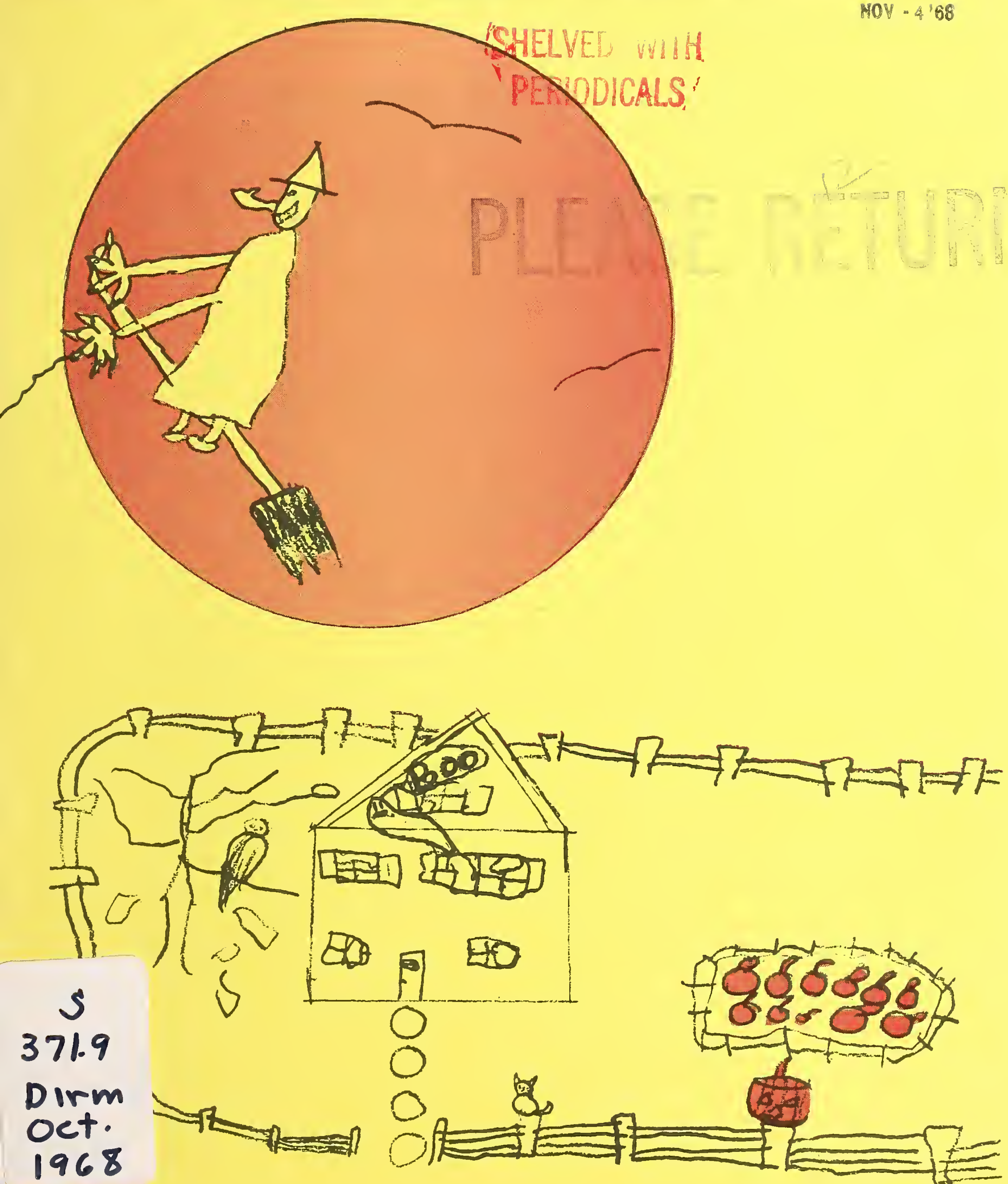

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1968 School Calendar

SEPTEMBER

3	Tuesday	Students Return
4	Wednesday	Classes Resume
13	Friday	Boy Scouts leave for Camporee
15	Sunday	Boy Scouts return
18	Wednesday	Parents-Teachers-Houseparents Assn. Meeting, **8:00 P.M.**
20	Friday	Primary Party

OCTOBER

4	Friday	Girl Scouts leave for camping
6	Sunday	Girl Scouts return
9	Wednesday	Parents-Teachers-Houseparents Assn. Meeting, **8:00 P.M.**
11	Friday	Senior Boys leave for camping
13	Sunday	Senior Boys return
18	Friday	Boy Scouts leave for camping
20	Sunday	Boy Scouts return
23	Wednesday	Magic Show
24	Thursday	Montana Educators Assn. Open House
25	Friday	C.E.C. Program

NOVEMBER

1	Friday	End of first 9 weeks
1	Friday	Halloween Party
6	Wednesday	Parents-Teachers-Houseparents Assn. Meeting, **8:00 P.M.**
9	Saturday	Boy Scouts go on 10-mile hike
11	Monday	No Classes
27	Wednesday	Students travel for Thanksgiving
28	Thursday	Thanksgiving Day

DECEMBER

1	Sunday	Students return to school
2	Monday	Classes resume
16	Monday	Elks Party
19	Thursday	Christmas Program
20	Friday	Students travel home

Boy Scouts will meet every Wednesday at 8:00 p.m. except Wednesdays on which there is a scheduled P.T.H.A. meeting.

Girl Scouts will meet on the first and third Tuesdays at 8:00 p.m.

Basic Concepts Of Blind Children

The New Outlook for the Blind
Vol. 20, Number 10; December, 1965; Pages 341-343

ONE OF THE problems with which we, as mobility instructors, have often been confronted is a lack of concept formations, or highly inaccurate concept formations, in many of the blind children with whom we have worked. The task of instructing is made more difficult when the mobility instructor is required to develop concepts of a meaningful and accurate nature in a child already in his early teens. This is not only a learning task, it is an unlearning task first, and a learning task second.

The purpose of this committee's report is to submit a workable definition of "concept," and then point out some areas in which the formalization of concepts can take place prior to mobility instruction.

First let us define "concept." Webster defines a concept as "an idea of what a thing in general should be." Webster also says that a concept is a mental image of a thing formed by generalizations from particulars." For the purpose of this report we will work with the second definition, with the following modification. If we consider the "particulars" to be percepts, our definition would then become "A concept is a mental image of a thing formed by generalizations from percepts." To further define concept we must submit a definition for percepts. Again to quote Webster, a percept is "an impression of an object obtained solely by the use of the senses." Carl Davis theorizes that a concept is a meaningful organization of percepts. That is to say, the individual perceives, and by perceiving, forms percepts. These percepts are then amalgamated into a meaningful order to form a concept.

We feel that a more realistic approach must be made by those individuals who have close contact with the children prior to mobility instruction. We also feel that blind children need experiences which will utilize their remaining sensory devices so that they will be better able to form accurate concepts of the world around them. Verbal descriptions from others will not suffice; the blind child must be permitted to explore the world physically in order to facilitate differentiation of the physical environment and thus not be forced to rely solely on auditory cues.

We believe that a congenitally blind child requires concrete perceptions from which a meaningful concept can be formed. We find that he tends to learn things first in parts, and later establishes an organized whole. The reverse is found in the case of the adventitiously blind child who, having had visual experiences, is able to draw on them to aid in the formation of the organized concept. This organized whole can then be broken into tangible parts, but it must be remembered that the age at which sight was lost will be operative on the amount of residual visual imagery.

We have noted in our studies that workers with blind children, as well as parents of blind children, often persist in the use of the mental imagery of the sighted, and thus relate to the child in a manner which does not give him the opportunity to form an accurate concept. Often this mental imagery is verbalized, the result being an accurate verbal description by the child of environmental situations. If he is asked, however, to function kinesthetically in the same environment, he will make inaccurate movements due to the ambiguity of his

Basic Concepts of Blind Children . . .

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verbalization which has been made in sighted terms that are not fully understood. Cutsforth has referred to this phenomenon as "the verbal unreality of the blind."

We stated earlier that a more realistic approach should be made by those who have the most contact with the blind child prior to formal training in orientation and mobility. What persons do we mean? And what is the role of the orientation and mobility instructor in aiding them?

Orientation is accurately defined as "the process of utilizing the remaining senses in establishing one's position and relationship to all other significant objects in one's environment." This indicates that orientation is a never-ending process. Obviously it begins when an individual is born and continues in some form or another for as long as he lives. Logically, the persons with whom the blind child will have the most contact prior to mobility instruction will be his parents, parental substitutes, and teachers. We feel that these persons can aid the blind child most effectively in the formation of accurate and meaningful conceptual patterns.

Ideally, it should be possible for parents to avail themselves of several forms of professional help and consultation, one of which should be an orientation and mobility specialist. Similarly, the teacher in the residential school for the blind, the houseparent in the residential school, the classroom teacher in the resource room of the day school, and the itinerant teacher, should all receive the benefits of the knowledge possessed by the mobility instructor. This will enable them to plan and practice methods of instruction leading to concept formation which will be to the child's benefit when formal orientation and mobility instruction begins.

If we accept the premise that orientation is a never-ending process which begins at birth, then, logically, the persons who must begin the process of concept formation are the parents. There are several methods which can be used. The so-called normal, seeing child is permitted and actively encouraged to explore his environment, yet too often this developmental process is denied to the blind child. Several authoritative sources believe the cause to be related to parental fears for the blind child which are, in fact, the projection of fears as imagined if they, the parents, were blind. The gradual increase of awareness of the environment which is encouraged in the sighted child must also be encouraged in the blind child. The sighted child becomes increasingly aware of the life around him as the degree of effectiveness of vision increases. The blind child can only become more aware of his environment by sensory and verbal interpretation.

The process of encouragement of tactile exploration should begin while the child is still in the crib stage with the use of toys possessing auditory and tactual stimulation. He should be permitted freedom of movement in this early stage so that an accurate assessment of the capabilities and limitations of the body can begin from the earliest stage, and be continued as the maturation process continues. As the sighted child's environment and knowledge of his environment are widened, so too should the blind child's environment be widened. From the crib the child will move to the play pen; here again, toys may be used to stimulate an active role in movement and exploration. From the play pen he will move to the floors of various rooms of the house. At this time the parents might use toys which could be rolled and which would give off auditory signals so that the child could locate

The Rocky Mountain Leader

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This publication is printed every month from September to May, in the printing shop by the boys. All matters relating to mailing addresses, information and so forth should be addressed to the business office of the Montana School for the Deaf and the Blind, 3800 2nd Ave. N., Great Falls, Mont., 59401. The subscription to this publication is presently $1.00 per year, from September to May.

and retrieve them. This would prove to be valuable later in life as the mobility instructor works into areas of sound localization.

While being permitted to crawl on the floors of the rooms the child is in the position to receive his first introduction to orientation to objects such as furniture. As a natural sequence he will then be moved outdoors so that orientation to the outside world can begin. As the chronological age increases, the child will move into areas in the neighborhood and the community. The parent's role during these stages must be one of encouragement, and they must be ready to interpret the child's surroundings to him. The physical reality of his world should be explained as he experiences new facets of the areas. Concepts such as driveways, garages, parking strips, trees, signs, mail boxes, etc., are physical things to which he can be introduced.

Accompanying the physical maturation of the child there must be a maturing of the social being. The parents should be honest with him as to his limitations and his potentials. These should not be the imagined measurements of the parents, but realistic ones which can be engendered by the use of consultative agencies. The child must be corrected in the same manner as his sighted contemporaries. He must be given daily tasks and responsibilities in the home just as are his siblings and playmates. These activities will help him to become familiar with his role, give him experience in interaction with groups, and aid in his familiarization with particular areas of the home. The realization that a blind child is able to do many things well is also served by this activity.

Another benefit which may result from such a pattern of parental guidance is that by permitting the blind child to explore the physical world and make it meaningful, a pattern can be established in which the child is not satisfied just to let the world exist about him; he becomes curious about the unknown physical monstrosity in which he exists. The curiosity of a blind child is easily sated. Being unable to receive visual stimulation, he is often content to be incurious about his surroundings unless they have a direct bearing on his own person. Encouragement in the practice of seeking knowledge, investigating, identifying, and interpreting real life situations at an early age will make the instruction process for the persons who will be working with the child at a later date easier and more meaningful to the child.

Now the child is ready to progress to the more formal learning situations which are found in the school setting. The work which was begun by the parents in the home will now be carried on by the classroom teachers and the houseparents in the residential school milieu, by the resource teachers and other classroom teachers in the integrated school program, and perhaps by the itinerant teacher in the home setting. All these people should be prepared to continue the concept formation pattern already begun, but before we can expect them to aid the orientation and mobility instructor they should receive some form of in-service training so that everyone is using the same language, so to speak. They must be appraised of the best methods of familiarization and orientation to classrooms, hallways, and the yard. They must know that familiarity with concepts such as north, south, east, and west, for example, can be worked into the actual classroom learning situations as well as into the familiarization with the school itself. The teachers must utilize the same procedures as the parents; that is, they must permit tactile exploration and follow it with a verbal description and interpretation, or vice versa. A diversified physical training program should be offered so that the concept of the body and its limitations can be formed. Competitive sports activities, which consider at all times the theory of the "success pattern," should be encouraged so that the child is able to attain physical and muscular toning as well as some status rank with the peer group.

In the school, the pattern of assigning daily tasks and responsibilities to the blind child should become more sophisticated. For some, this may be their first opportunity to receive group experiences and responsibilities. The teacher should be realistic about the types of responsibilities he assigns, but he must not hesitate to require the child to become active in his assignment. The house-

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parent in the residential school should require from the child the same type of active role in that particular setting.

Those working with blind children, particularly in classroom situations, must encourage them to be curious and eager to explore not only the formalized textbook learning program, but also the reality of the physical world. The possibilities for incorporating this into the formal learning situation are numberless.

Persons involved in the school situation must also follow up what the parents have started in the realm of corrective measures. The blind child should not be permitted to do anything which would be considered socially inappropriate because the teacher has rationalized that the child is blind and does not know better. Corrective measures, however, should be fair, realistic, and meaningful.

These, then, are some of the ways in which we feel that more meaningful and accurate conceptual formations can be introduced to the blind child. We also feel that their inclusion in the child's developmental process will not only have a positive carryover into the mobility instruction program, but also into all new learning situations in which the individual as a child, and later as an adult, will embark. Our studies lead us to believe that the more sophisticated concepts cannot be acquired unless the basic concepts which we have discussed here have been introduced to and assimilated by the child.

Playwright to Receive Migel Medal for 1968

William Gibson, author of "The Miracle Worker," the story of Helen Keller and Anne Sullivan, will receive the 1968 Migel Medal, the nation's highest award in work for the blind, presented annually by the American Foundation for the Blind.

The medal, first presented in 1937 and named for Major M. C. Migel, the foundation's first president, is given for outstanding contributions to the field of work for the blind on the professional level. Mr. Gibson will receive the medal for voluntary services at the foundation's New York headquarters, during the annual Foundation Day ceremonies.

Mr. Gibson made real for millions of television viewers and theater and film goers, the myth-like story of Anne Sullivan's determination to instill knowledge into the blind and deaf Helen Keller. First produced on the Playhouse 90 television series in 1957, "The Miracle Worker" opened on Broadway in 1960 and was made into a film in 1962. Anne Bancroft and Patty Duke, who portrayed Anne Sullivan and Helen Keller on the stage, repeated their portrayals in the film version, for which they both received "Oscars."

Miss Keller died June 1st, at the age of 87. For many years she participated in the Migel Medal ceremonies, usually making the presentations. She served the foundation as counselor on national and international relations for more than 40 years.

The American Foundation for the Blind is a national organization which serves as a clearing house for information about blindness and promotes the development of educational, rehabilitation, and social welfare services for blind and deaf-blind children and adults. The executive director is M. Robert Barnett.

THE WINNERS — Front row: (Left to right) Jeff Hutton, 2nd; Charles Berry, 1st and Gordon Jacobson, 3rd. Back row: Drivers John Adair, Chuck Hope and Jim Houska.

Berry Wins Braille Car Rallye

Students in the Department for the Visually Impaired experienced the excitement of sports cars in competition as they left the starting line in a rallye sponsored by the Sports Car Club of Montana. Each car had a driver from the club with a student serving as his navigator. The prescribed course which was printed in Braille and large print listed several addresses in the city which each navigator had to relate to the driver.

Charles Berry guided his driver Chuck Hope in a Porsche 911 back to the finish line in a record time of 1:48 to take the first place navigator's trophy. Jeff Hutton navigated John Adair in his Corvette to a second place finish followed very closely by Gordon Jacobson's crafty work of guiding Jim Houska in a Volkswagen to third place honors.

Ten cars were entered in the event with close finishes turned in by all drivers and navigators. Each navigator received a dash plaque indicating his participation in the event.

The students were given a party by the club at the school following the rallye at which time trophies were awarded to the first three places.

THE PARTICIPANTS — Front Row: (Left to right) Jeff Hutton, Charles Berry, Gordon Jacobson, Louise Beach, Beth Daniel, Linda Jaroscak, Patty Breen and Anita Nelson. Back Row (Left to right): John Adair, Chuck Hope, Jim Houska, Art Hall, Jim Anna, Elmer Poehlman, Bill Amsden, Cathy Spinler, Charles Wright, Mort Kirby and John Goldsmith.

Classroom Chatter

from the Department for the Blind

PRIMARY

I live in Darby. I went home to visit. I rode in an airplane. It was my first airplane ride. It was fun.

—Matthew Meskimen

I live in Great Falls. My daddy works at the Air Base. I go home every day.

—Marilyn Lambert

We have a new helper in our room. Her name is Joyce Jones. We rode up and down on an escalator.

—Cindy Kister

We went for a walk on the schoolground. We saw many kinds of trees. Some leaves are falling off the trees. This tells us it will soon be winter. The needles on evergreens will not fall.

—April Carter

We went for a ride on the big Sky Slide. We went up many, many steps. Then we each sat on a big piece of burlap and went down the slide. I screamed. It was a lot of fun. I went down four times.

—Barbara Bearcrane

We ate at "The Showboat." It is fixed up to look like a boat. We had milk shakes, sodas, or sundaes. We watched the roller and listened to a player piano.

—Billy Abele

We went to Meier's farm. We all got to sit on a horse named Ginger. We fed the horse grass. We saw a calf, a chicken, dogs, and a cat. We saw a rake, a tractor and a gas truck.

—Lyle Burgett

Back to School

Getting back in the groove is rather difficult after being away from our studies for so long.

We are slowly moving out like the turtle on the bulletin board. The saying "Come out of your shell," is exactly what we are trying to do.

In our third grade Social Studies we are studying about building and planning a home. The architect is the one who plans the building and the contractor is the one who builds.

We have collected materials that are used in building; such as brick, stone, cement, wood, etc.

We hope to be better listeners at the end of the term since we have a unit on listening skills.

Many of us hear things but we may not have listened to know what we heard.

We are learning to listen.

—Grades 3 and 4

INTERMEDIATE

Dew Drops

A dew drop is so pretty. It drops right down and when it falls it doesn't make a sound. It seems to twinkle like a star. It twinkles there and twinkles far.

A dew drop, a dew drop, drops through the night. Late in the morning it is out of sight.

—Donald Orr

JUNIOR HIGH

Girl Guide Get-Together

This summer my Scout troop and I had an unforgettable weekend in Lethbridge, Alberta, Canada. The purpose of this trip was to meet once again the Canadian Girl Guides who had come here in May for Cadette Holiday.

My hostess was one of the girls I had met in May and so we became special friends.

Friday evening was spent singing and just getting better acquainted. Saturday morning since there was no troop activity, Kathy McCann, my hostess, and I went shopping. The stores there seemed about the same as here. I bought several souvenirs for my family and myself. Saturday afternoon we visited a dairy and a museum which had relics of early Canadian days. That evening we did an American Drill March, and presented each Girl Guide with a friendship pin. Sunday morning we participated in a church service. I read Psalm 19: 1-5. After lunch we visited the Japanese Gardens. We saw a Japanese house, flowers and a very small waterfall. Each of us received a pamphlet about the gardens and a map of Lethbridge. It was one of the most interesting trips I have ever experienced.

—Judy Enseleit

Going to Canada

This summer my family and I went to Canada. We went to fish, but since we didn't catch anything, we decided to visit Fort Steel. This particular fort was very interesting. In the museum part, we saw many things used in the early days. Many things were not covered so I could examine them. This was very interesting for me. When we came out of the museum, we had a ride on a stage coach. I did not like the ride very well, but at least now I know what the people of long ago had to stand. I could hardly sit on those hard seats and ride over the bumpy roads. It was quite a trip and I enjoyed it very much.

—Deborah Bennett

Classroom Chatter

from the Department for the Deaf

Corrected

My class is making a world.

The class was surprised to see Mr. Hippe bring the frame. The children worked on the frame.

The wind blew the globe down. The children ran to the globe. Mr. Shular brought some sand and gypsum plaster.

He explained and showed us all what to do. We all understood.

Mr. Shular mixed some sand, gypsum plaster and water. The class held the globe so the globe would not fall. Mr. Shular put plaster on his handtable and plastered the globe.

Mr. Shular sprinkled water on the globe to make it damp.

—Tina Braden

Our class is making a globe. Mr. Hippe brought a frame for us. The wind blew our globe and it fell. Some newspaper came off and got dirty. Mrs. Olson sewed sheets on the globe. Mr. Shular held his handtable and he put plaster on the globe.

Mrs. Olson brought three cans of spray paint. Each person took turns and shook the

Continued on Page Nineteen

New Orleans Is Selected As Site for COSD Forum

The 1969 annual forum of the Council of Organizations Serving the Deaf will be held February 19 through 21, at the Monteleone Hotel, New Orleans. Following the Wednesday through Friday deliberations, the Council's 35-member Board of Directors will hold an all-day session on Saturday.

The dates of the COSD forum were announced by its chairman, David M. Denton, superintendent of the Maryland School for the Deaf, Frederick, Md. The forum theme will be "The Deaf Man and the World."

The Council of Organizations Serving the Deaf was created in January, 1967 to fill a needed void in services for deaf persons. Among its objectives, it serves as a national clearing house or central source of information relating to deafness. Current members of the Council include 17 national organizations specializing in various types of services to the deaf and hard of hearing. The Council is presently engaged in studying legal problems involving deafness and in appraising the effectiveness and adequacy of existing community services for deaf persons in all 50 states.

Following a year's study by the National Health Council, the new organization was created. It is funded through the Social and Rehabilitation Service of the U.S. Department of Health, Education and Welfare. It is the hope of the federal government that eventually the Council may become self-sustaining through the development of an endowment fund with the aid of individual, corporate, and foundation support.

Edward C. Carney of Beltsville, Maryland, is president of the Council. Headquarters are located at 4201 Connecticut Avenue, NW., Washington, D.C. Mervin D. Garretson serves as executive director. Both Carney and Garretson are themselves deaf.

Quotable Quotes

Getting an idea should be like sitting down on a pin; it should make you jump up and do something.—E. L. Simpson

BOY SCOUTS
TROOP 21

Robert Steppler, Scribe

Last September we went camping by the Missouri River, 12 miles south of Great Falls. Douglas Harasymczuk, Douglas Catron and Jon Mullins went with the Scoutmaster who showed them how to make peach cobbler and stick bread. Dick Stokes, Donald Fink, Sonny Kinzel, Flarin Biglake, Jackie Mullins (the assistant scoutmaster's son), and I played different games. After that Mr. Mullins taught us how to tie logs together with ropes.

On Sunday we packed our things in the trucks. The committeemen of the Camporee checked the camp grounds and were satisfied with our work. Then we all gathered by the river where the Boy Scouts Councilmen came to give out trophies to the troops. Our Troop 21 won the best all-around troop trophy! Our Scoutmaster, Mr. Hartford, was very proud of Troop 21 and Troop 21 was very happy.

TV News Bulletins Captioned For U.S. Capital Deaf Viewers

As a service to the deaf, WTOP-TV, Television 9, the Post Newsweek station in Washington, will use "supers" spelling out special news bulletins on events happening throughout the area, according to an announcement by George Hartford, vice president and general manager.

Special news bulletins with an unseen announcer voicing the information have long been a source of anxiety to the deaf. With the use of "supers" those who are deaf will now be able to read the message as it is announced to the public.

The matter was called to the attention of Mr. Hartford by the National Association of the Deaf.

Berthold Lowenfeld Receives Award for Work With Blind

Dr. Berthold Lowenfeld, Berkeley, Calif., superintendent of the California School for Blind from 1949 to 1964, will receive the 1968 Migel Medal, the nation's highest award in work for the blind, presented annually by the American Foundation for the Blind.

The medal, first presented in 1937 and named for Major M. C. Migel, the foundation's first president, is given for outstanding contributions to the field of work for the blind on the professional and voluntary levels.

Dr. Lowenfeld will receive the medal for professional services at the foundation's New York headquarters, during its annual Foundation Day ceremonies.

Dr. Lowenfeld has been a distinguished figure in work for the blind in this country for 30 years. The author of a number of books and articles on the education of blind children, Dr. Lowenfeld was born in Austria and received a Ph.D. in child psychology from the University of Vienna in 1927. He came to this country in 1938. From 1939 to 1949 he was director of educational research for the American Foundation for the Blind. In 1949 he became superintendent of the California School for the Blind.

He has also served as an instructor at Teachers College, Columbia University, New York, and as visiting professor at Western Reserve University and at the Universities of Washington and Michigan, as well as consultant to many federal, state, and private agencies.

He is presently serving as a member of the National Advisory Council on Vocational Rehabilitation and as a consultant to the U.S. Office of Education, both sections of the U.S. Department of Health, Education, and Welfare. He is a member of the editorial board of the American Association of Workers for the Blind; associate editor of Exceptional Children, published by the Council on Exceptional Children, and chairman of the Advisory Council to the Braille Authority.

He received the Shotwell Memorial Award for Distinguished Services from the American Association of Workers for the Blind in 1965.

W-h-a-t Was It I Heard?

By J. W. Lenth

Principal, Department for Hearing Handicapped, Montana School for the Deaf and Blind

LESS THAN five years ago the classroom auditory training equipment within this school collected dust within the closets of the classrooms. In actuality, this was an appropriate place for the equipment since varying combinations of the components could only produce a single useable unit for one classroom and that unit left something to be desired in its characteristics as an auditory training unit for a classroom of severely hearing handicapped students. At the same time there were four teachers on the staff who conducted regular classes for speech development with their respective non-rotating classes. The remainder of the student body attended rotating classes, and as a result, they did not experience formal speech training.

Through these five years our school has steadily and persistently sought to correct this situation. There are presently seven teachers in non-rotating classes, six of these teachers provide daily speech training, lipreading and auditory training. One-half of the students in the seventh class receive the same instruction from another teacher on a daily basis. There are six rooms equipped with new auditory training units and a smaller unit for groups numbering four or less. The total capital outlay for the equipment has now reached $14,000.00.

Our current school year enrollment is 73. (This excludes those students who are presently attending classes in public school.) Of these 73 students, fifty-one, or 81 per cent have and use individual amplification systems (individual hearing aids) all or part of the school day. Of the 73 students, forty-two or 51 per cent receive auditory stimulation from the group auditory training units which have been acquired during the past four years.

Thus far, I have attempted to point out and substantiate several important facts. (1) A great need for auditory training equipment existed within this school as recently as five years ago; (2) New equipment was purchased to satisfy that need; (3) The students are experiencing the use of that equipment and transferring their desire for auditory stimulation to their total environment through individual aids; (4) Although not specifically stated but implied, several students are now attending classes in public schools. Causality is not totally attributed to better amplification and increased use, but it is a contributing factor.

My specific purpose is not to enter into a detailed discussion of auditory training and the equipment used therein for educating hearing handicapped children. For purposes here, it is sufficient to say that auditory training and the disciplines so related, are an important part of our educational programs for the hearing handicapped of our school. It is difficult to conceive of the school making a capital outlay of the sum previously mentioned if this were not a part of our educational philosophy and a route which we intend to pursue.

This article is titled "What Was It I Heard?" for a specific purpose. Having sophisticated auditory training equipment in the classroom and used by young children requires a certain amount of periodic checking to insure maximum efficiency of the equipment. In proceeding with this checking there is an ever present amount of "noise." Some of the noise sources are quite apparent and easily defined. But, what of the hearing handicapped child whom we are attempting to train in sound discrimination, etc. What is he thinking? Does he not ask himself "What Was It I Heard?" This is the question which I have sought to answer in a study of the noise levels within several of our classrooms.

The equipment used in this study was loaned to the school by the Montana State Board of Health. Specifically, it was an Allison Model 300 Audiometer Calibration Unit, S-N 205 with S-N 3245 microphone. Readings were in d.b. re: .0002 microbar. Four typical classrooms were studied; the results were as follows:

Room No. 7 in the main school building

The class was an upper intermediate group of six students.

All students were capable of oral communication.

Ages of the students were 11 years and 12 years.

The teacher was a female and used oral communication.

The classroom was approximately 19′ by 16′, three closed windows, and acoustic tile on the ceiling and one-fourth of the wall area.

Class Activity	Time/Date	Sound Field Reading	Ear Phone Reading
Social Studies	9:45 a.m./5-6-'68	86 db. 78 db.*	108 db. 106 db.*
Social Studies	9:45 a.m./5-7-'68	82 db. 76 db.*	119 db. 105 db.*
Letter Writing	10:00 a.m./5-9-'68	76 db. 68 db.*	119 db. 103 db.*
No students present	9:30 p.m./5-6-'68	52 db.	70 db. 84 db.**
No change	9:05 p.m./5-7-'68	56 db.	78 db. 86 db.**

* Teacher speaking without using voice.

** Radar peak from Malmstrom Air Force Base, 14-second cycle.

Room No. 1 in the main school building

The class was a primary group of seven students.

All students were capable of oral communication.

Ages of the students were 8 years to 11 years.

The teacher was a male and used oral communication.

The classroom was approximately 19′ by 16′, three closed windows, and no acoustic treatment.

Class Activity	Time/Date	Sound Field Reading	Ear Phone Reading
Language	10:50 a.m./5-6-'68	78 db. 76 db.*	108 db. 106 db.*
Language	10:50 a.m./5-6-'68	79 db. 77 db.*	116 db. 107 db.*
Social Studies	11:00 a.m./5-9-'68	78 db. 68 db.*	117 db. 108 db.*
No students present	9:45 p.m./5-6-'68	47 db.	76 db. 96 db.**
No change	9:25 p.m./5-7-'68	47 db.	87 db. 106 db.**

* Teacher speaking without using voice

** Radar peak from Malmstrom Air Force Base, 14-second cycle

Room No. 2 in the Primary classroom building

The class was a primary group of seven students.

All students had limited oral communication.

Ages of the students were 9 years to 10 years.

The teacher was female and used oral communication.

The classroom was approximately 40′ by 28′, all windows closed and no acoustic treatment.

Class Activity	Time/Date	Sound Field Reading	Ear Phone Reading
Reading	1:30 p.m./5-6-'68	82 db. 77 db.*	140 db. 130 db.*
Reading	1:20 p.m./5-7-'68	77 db. 74 db.*	121 db. 121 db.*
Reading	1:05 p.m./5-9-'68	79 db. 72 db.*	109 db. 104 db.*
No students present	8:45 p.m./5-6-'68	57 db.	106 db. 112 db.**
No Change	8:35 p.m./5-7-'68	73 db.	119 db.

During evening testing all of the lights in the building were on, all heating units were on, and the classroom overhead projector was on.

* Teacher speaking without using voice

** Radar peak from Malmstrom Air Force Base, 14-second cycle

Room No. 1 in the Primary classroom building

The class was a primary class of 9 students.

All students had oral communication capabilities.

Ages of the students were 6 years to 8 years.

The teacher was a female and used oral communication.

The classroom was approximately 40′ by 28′, all windows closed and no acoustic treatment.

Class Activity	Time/Date	Sound Field Reading	Ear Phone Reading
Math seat work	1:45 p.m./5-6-'68	76 db. 77 db.*	92 db. 75 db.*
Making Mothers Day cards	1:40 p.m./5-7-'68	78 db. 78 db.*	106 db. 98 db.*
Reading	1:15 p.m./5-9-'68	79 db. 77 db.*	128 db. 126 db.*
No students present	9:00 p.m./5-6-'68	52 db.	86 db.
No change	8:45 p.m./5-7-'68	53 db.	94 db.

During the evening testing only the lights within the particular classroom were on.

* Teacher speaking without using voice

W-h-a-t Was It I Heard? . . .

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To place these figures in a perspective with which you are more familiar, I am speaking of db. as the measure of loudness. For purposes of comparison the noise level of a quiet room is 40 db.; a quiet street, 50 db.; normal conversation, 50 to 60 db.; a sports car, 90 db.; a blender, 93 db.; jackhammer, 94 db.; power lawn mower, 104 db. In **public school** education, it has been recommended that classroom noise should not exceed 25-40 db. and 25-30 db. is a permissable level for hearing children. In the education of the hearing handicapped, 25-30 db. has been suggested as the minimum requirement.

Now take a second look at the measured noise levels of the four different classrooms. The Sound Field Readings (noise) in all of the classrooms with the teacher using voice is above that of normal conversation and approaches that of a sports car. Amplified through auditory training equipment and measured at the earphone, loudness is in excess of a lawn mower, and seldom drops to the loudness of a jackhammer. The difference between the teacher using her voice and merely mouthing the words of a lesson is not great. It can be inferred that the noise level as measured is primarily from sources other than the voice of the teacher. The student attempting to receive auditory stimulation from the teacher is at a distinct disadvantage because of the sources of noise.

Because it is recognized that the children themselves can be the source of noise, additional readings were made at a "quiet" time of the day without the presence of student or teacher. During this quiet time the noise level in the two classrooms were measured as being equivalent to normal conversation in the Sound Field Readings. Amplified through the auditory training equipment this noise was in excess of normal conversation. In the primary classroom building, Room No. 2, all the usual electrical devices were turned on in the building to stimulate the classroom day with the exception of the physical presence of students and teachers. The use of these electrical devices produced astonishing results. Sound Field Readings approached noise levels for a sports car and amplified, they were in excess of a power lawn mower. In Room No. 1 with a reduction of operating electrical equipment the noise level was less, but far from the recommended limits for a classroom of hearing students.

A final and significant factor from these measures is the influence of the radar installation at Malmstrom Air Force Base. This interference is only heard by the student through his individual hearing aid or the classroom auditory training equipment. This, in effect, produces a noise as loud as, and often louder than, a jackhammer every fourteen seconds in the ear of the student. In our present day industrial world, noise levels 85 db. and up are considered a health hazard, but the students of this school are subjected to noise levels of this intensity at 14-second intervals.

Yes, our students are surrounded by auditory stimulation, but most of it is meaningless noise and some noise may approach their threshold for pain. This noise has as a primary source the electrically powered systems which operate in conjunction with the physical plant of the school. A second source is from the students themselves in classrooms that have no acoustical design or treatments. And a third source is from without, that being the Malmstrom Air Force Base radar installation.

The attainment of the recommended 25-30 db. level is not unrealistic. It seems logical that if the hearing handicapped are going to be provided the opportunity for education, that an appropriate facility should also be provided in which that education might be administered. Radar interference can be screened out in the construction of a building. Acoustic treatment and classroom design can eliminate much of the student-initiated noise. Appropriate heating and lighting systems can eliminate much of the electrical interference. When this is accomplished then we have truly "aided" the child.

Quotable Quotes

We build our character by the bricks of habit that we pile up day by day. It seems a little thing, but before we are aware of it, we have shaped the house we live in.

Head Start Program-----
Implications for Deaf Children

By Winifred Nies Northcott, M.A.
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Since some children in the Head Start Program function as children with impaired hearing do, an analogy can be drawn between them and the results of the Head Start Program can be related to the experiences of hearing impaired children and their parents. Because their linguistic patterns, auditory discrimination, lack of motivation, and lowered scholastic achievement follow the same pattern, there can also be a parallel in the methods used to develop in these children a positive attitude toward learning. Parent involvement in the child's education is the cornerstone in both instances.

PROJECT HEAD START is the most beloved and favored of the federally funded antipoverty programs in the United States today. Supported by the Community Action Program of the Economic Opportunity Act, its basic concept is good. Head Start offers a 6- or 8-week summer program for disadvantaged parents and their preschool children who will enter regular kindergarten classes the following autumn. Poverty—whether its underlying nature be spiritual, economic, emotional, or intellectual—has led to the early sensory deprivation of Head Start children. The program is designed to counteract the devastating effects of such sensory deprivation.

Head Start has been likened to an "educational bandage." It is applied to 4- and 5-year-old children who already present a common set of symptoms — immature linguistic patterns, poor auditory and visual discrimination, lack of motivation to follow directions, poor self-image, and lowered scholastic achievement (1).

These children have no emotional readiness to learn. They lack the inner stability required to ask questions, to listen, to share, and to effectively relate to others. Head Start children actually function as though they were hearing impaired.

Project Head Start is attempting to redirect these children. Its teachers are concerned with the development of positive attitudes toward learning, hoping to encourage the development of self-operative preschoolers who will be able to respond to regular school programs in subsequent years.

How is this program structured? Through flexible teaching techniques, a low teacher-pupil ratio, and the provision of appropriate materials and experiences which create an exciting learning environment. And, as a teacher of a Mount Vernon, New York, Head Start program explained, "by mixing mothers and Montessori."

Parent Involvement

Parent involvement is the cornerstone of this federally funded antipoverty program. Parent conferences are held regularly to establish a comfortable emotional climate for mothers so that they will feel at ease to discuss mutual problems and can receive guidance through appropriate films or comments from a child development specialist. This liaison of home and school strengthens a parent's self-image. It enables her to move toward the personal maturity which is essential before she can turn attention to the needs of her child.

Head Start Program . . .

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A Head Start child is exposed to every educational medium that can encourage him to relate, generalize, and refine his impressions. The sand box, story-telling corner, clay, music films, science discovery, housekeeping, dress-up, blockbuilding, puzzles, resting, and picture books—all stimulate the child's natural curiosity to touch, feel, and listen, and help to synthesize his impressions. The tragedy is that these child-centered experiences are being given to children three years beyond the time they would normally be encountered.

If you substitute the words "hearing impaired" for "Head Start" you can draw an analogy to deaf children who enter a day or a residential school at the age of 4 or 5 without having had parent-directed stimulation during the preschool years. A deaf child without home- or nursery-centered preschool training lacks the motivation to relate or fully respond to his environment. He does not use his residual hearing effectively. Saddest of all, he goes off to school leaving behind parents who feel totally inadequate to cope with the special problems arising from deafness. When a deaf child has had this delay in intellectual stimulation, the results are damaging, not only to his linguistic growth, but also to his ultimate social and emotional stability and general intellectual attainment. The effects of early sensory deprivation in deaf children are largely irreversible, when judged by test scores of scholastic achievement and social adjustment in later years.

Support for Preschool Education

The need for preschool education of hearing handicapped children has been formally recognized by the White House Conference on Education (1965), the National Conference on Audiology and Education of the Deaf (1965), and the Advisory Committee Report on Education to the Deaf to the Secretary of Health, Education, and Welfare (1965).

Resolutions from each conference call for early identification, parent counseling, and specialized preschool instruction for hearing impaired youngsters below school age. A bill now before the Minnesota state legislature would authorize permissive education, by local school districts, of handicapped children below school age. Similar legislation is pending in other states.

From Birth to Age Four

Before considering the obvious parallels of Project Head Start to the education of a preschool hearing impaired child, we need to focus first upon the importance of the first four years of life.

In terms of intelligence measured at age 17 on the Thorndike Absolute scale, about 50 per cent of intellectual development takes place between conception and age 4 (2).

The critical period for language acquisition is between the ages of 1½ and 4, and declines thereafter (3). During these years, a child is naturally dependent, and is highly motivated to watch, to seek parental help, and to learn.

Satisfactory language and speech development in a preschool hearing impaired child depends on constructive, positive relationships in the home (4).

Dr. Jerome Bruner of Harvard, at the Center of Cognitive Studies, has noted heart beat changes in infants in response to changes in their environmental stimuli. It is not the quantity of stimuli, but the distinctiveness of the stimulation which shapes the pattern of intellectual growth in an infant (5).

The Triangle—Parent, Teacher and Child

Parent counseling, in an individual and group setting, must begin soon after the diagnosis of deafness is made and the young child has been fitted with a hearing aid. A sustained guidance program is essential to the normal intellectual and social development of a preschool deaf child during the period from birth to entrance into a formal school program at age 4 or 5. It may be offered by a school district, by a regional center, or by an itinerant teacher of the deaf in home visits. When parents of a deaf baby realize that his home is the center of learning and language stimulation, they are eager to begin to use this natural setting effectively.

However, the average parent has had no previous experience with deafness, so the educational counselor must furnish a frame of reference for the mother and father. They must be shown how to begin early auditory and language stimulation for their toddler.

At first, the counselor's concern is for the feelings and the individual emotional needs of the parents. Only after their own anxieties and questions have been met can a counselor begin to direct their attention to the needs of their hearing impaired child. As Varwig points out, the success of any formal training program for a deaf child, regardless of the severity of the hearing loss, is equated with the emotional climate in the home and the parents' feeling toward their child (6).

Parent-counseling sessions must consider every aspect of the deaf child's growth—independence in play, self-help, discipline, sibling relationships, mobility, safety habits, auditory discrimination, lipreading skills, and motor coordination. There is one single strand woven through all these dimensions of child development—the encouragement of the parents to talk naturally to their child about his activities as they occur.

Studies by Hess and Shipman (7) of Head Start children draw attention to the quality of a mother's conversation directed to her child. Interesting language in children is dependent upon the kind of language patterns that parents give them to imitate. If an adult's conversation is limited to order-giving: "Go on outside," "Did you put the meat on?" and "Go to bed," a child merely needs to conform to a passive role. He doesn't bother anybody, he is not asked his opinion. As a result, his own language will be lackluster and limited.

Parent-Child Interaction

Conversely, studies at Oklahoma State University of the creative child point to a vastly different language environment in his home (8). Parents of creative children direct conversation to them that is full of imagery and abstractions. Also, the child is given freedom of choice: to go or to stay home; to spend all of his allowance at once or to save some. The parent offers alternatives, and the child decides whether or not to take a risk.

In counseling the parents of a young deaf child, the mother and father are encouraged to use conversation which will train the child to see relationships, to use his imagination, and above all, to question.

Individual and group parent-counseling should precede the entrance of a deaf child, at about the age of 3, into a nursery class held for half-days two or three times a week. The parent must remain to observe the group activities and participate in beginning auditory training and language stimulation.

A hard of hearing child should be referred to a neighborhood nursery for hearing children, but seen regularly by a trained teacher of the deaf for individual tutoring in play-learning situations.

Head Start has been labeled a "false start" by some evaluators of the program. In evaluating the program, Wolff (9) pointed out that without effective followup, the improvement of speech habits noted in Head Start children was only temporary. Six months later, no measurable difference was found by contrast with a control group who had not enjoyed a so-called "Head Start." The program is logical, but not magical. Its benefits will wear off rapidly if a child who has enjoyed an informal learning environment and developed optimum motivation to respond later encounters poor teaching and a dull curriculum. Since the Head Start graduate has been geared to a more imaginative, challenging approach to learning, he actually may be penalized.

Research in a Residential Setting

Returning to deaf children, Phillips studied matched groups of residential school children at age 7 with and without preschool training. He found significant differences as far as their academic achievements and social skills were concerned, but no significant differences when the two groups reached age 9 (10).

I wonder if the answer lies in the fact that in some instances a preschool program is merely a formal series of speech and language drills, watered down and highly inappropriate for toddlers who are in the play-learning stage of development? Or perhaps is it because children who enjoyed preschool training in a home or informal nursery school setting are "put on ice" in a residential school until their classmates catch up? Certainly one can question the absence of parental involvement in a residential school setting where children are removed from the home environment at age 3½ or 4, and given auditory and language stimulation without any

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understanding or awareness on the part of parents for effective carryover into the home.

The triangulation of parent, child, and school and the blending of home and school resources to help the receptive child is a continuous process. It begins at the moment of initial diagnosis of deafness and must continue until the child graduates from a secondary school program. Parent involvement during a child's school years has many dimensions: the development of study clubs for parents of primary, pre-adolescent, and adolescent children; regular presentations by child development specialists, and frequent parent-teacher conferences instead of report cards during the primary years. Parents should be encouraged to make day-long visits to the classroom for firsthand observations of their child's progress. These supports enable parents to assess the child's abilities more realistically and to find genuine satisfaction in providing a happy, flexible home atmosphere for his continued growth.

An Ungraded Primary Program

Schools for the deaf might adopt an ungraded program during the primary years in planning for an effective learning environment. The nongraded primary program permits flexibility of grouping. It acknowledges variation in individual developmental needs and growth patterns. It eliminates the need to develop standards and policies for promotion. It places the emphasis upon achieving through continuous learning according to the child's own ability, and does not rely upon the unreliable standards of a chronological age or grade level for grouping or promotion.

Language to Stretch the Child's Mind

Anyone who has reflectively examined the learning environment and the educational philosophy in his own school recently will have observed whether pupils have more **imitative** than **exploratory** and **creative** experiences. The saying "learning is born of wonder and flourishes in delight" comes to mind. There has to be more, much more, to the language experience in a classroom than merely **who, what, when, where,** and **why.** What kind of language and how it is used to stimulate the children's thinking are vital to the success of any educational program. For example, a friend of mine recently observed a class of 6-year-old deaf children "enjoying" a party in their school. "I closed my eyes," she said, "and just listened to the teacher's conversation. Believe me, it was no party."

In this connection, Cazden, of Harvard, made a study of the language directed to Head Start children (11). For one experimental group, an adult expanded the language presented by the children. "Dog bark," said the child, for instance. "He won't bite you," replied the adult.

For another group, the adult merely replied, "Yes, the dog is barking." This second group didn't vary noticeably from the control group who had no special treatment. But the expansion group gained significantly in measured length of sentences and their complexity. Cazden concluded that richness of variety in the adult language directed to a child may be an important feature of his language and conceptual development.

This has implications for teachers and parents of deaf children. Adult language should stretch the mind of a child. It should be rich in imagery, making use of abstract concepts, such as brave, beautiful, exciting, hungry; and use syntax beyond the child's level of expressive language. It should include colloquial expressions, i.e., "That makes me furious," and "I'm curious." Language should be accompanied by a rich variety of firsthand experiences appropriate to the child's age and stage of development.

I saw an example of the result of this in Mark, age 7, a profoundly deaf child who has a lively, sparkling teacher. I asked him one day how he was. He replied, "Mizzable." It seems that his teacher had talked during the year about a "miserable" day, the "miserable" microphone wouldn't work, someone had had a "miserable" cold. Mark had learned the concept, and was able to use the language to express it subjectively.

A deaf child's mind can be exercised — stretched, if you will—at a very early age by:

Training him to see relationships: **Daddy's shoes are too big for you.**

Showing him how to process information in a logical sequence: **First we get the bowl, then we pour in the cake mix. Now we stir in the eggs.**

This kind of action-oriented use of language stimulates his cognition growth and the orderly development of the thinking process as it relates to events occurring in his environment.

Creative Language Teaching

Children can enjoy the concepts involved in questions long before they are able to use the precise syntax themselves. As more complex levels are gradually reached, the responses will be lively and spontaneous; and over the years improvement in the child's use of grammar will be apparent.

In the advanced classes teachers should continue to be concerned not merely with the building of an extensive functional vocabulary and correct syntax, but with the development of wholesome attitudes, as well. Then the child will say such things as: "What is a father? Someone who can fix a car, play with me, laugh a lot, is always boss."

Story-Telling

Story-telling should excite the imagination of a child:

"There was a very thin boy who went to the doctor. 'Oh, you are too thin. You must eat round things, lots of them, and get fat.'

"So the thin boy began to eat cookies, pancakes, and lollipops. But he got too fat. So back he went to the doctor.

" 'Oh, you must eat thin things, you're getting too fat.'

"So he began to eat string beans and spaghetti."

Effective Teaching

A child begins to understand the characteristics and differences in people through listening and exploring. He finds that he can relate to a teacher who shares with her class the excitement and pathos and meaning of daily living. She supplements conversation with field trips, pictures, and films. She uses the blackboard for reinforcement of impressions.

A teacher who expects her class to read not only for information, but to form opinions, express attitudes and make independent judgments, is a master teacher. Through her leadership a deaf child begins to develop a unique cognitive style of approaching new situations. This is education for independent living.

Templin (12) reports that teachers of the deaf viewed their students as progressively **less** curious and **more** dependent in solving problems which involved both language and manipulation, as they progressed into their teens. How sad, in contrast to most hearing children! In addition, deaf subjects showed a strong tendency to perseverate the grammatical form used for both incorrect and correct definition of words. The inference about the learning environment for such children is quite clear.

An effective learning environment in the classroom involves an unstructured class and a highly structured teacher who is mindful of the need to systematically develop in her students all three components of language—phonology, syntax, and semantics—for effective communication. She attends to the logic of a student's ideas as well as how grammatically he expresses them.

Value of the Educational Media

The inductive approach to learning argues for extensive use of audiovisual machines and materials, because absorbing knowledge is basically a sensory experience. Every school for the deaf deserves an instructional materials center with appropriate personnel, equipment, and facilities.

When a teacher can draw on these resources, a child is not treated as part of an homogenized group, but is allowed to learn at his own rate of speed through a visual or verbal medium. The student's cognitive memory exercises or drill practice, which are machine - operated through programmed learning, will be performed in a private carrel where his **divergent** thinking will be teacher-directed.

Language learning is a spiral which begins in the first year of life and is inextricably entwined with creative thinking. Each year should find a refinement and improvement not only in a deaf child's basic language skills and attitudes toward speech, but in a more spirited desire to learn. Brown becomes more than a color. In the words of a fifth-grade class, "it is a mood . . . it makes you feel," they suggested, "helpless, frightened, like crying, like a threatening tornado."

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Head Start Program . . .

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Each year the child's accomplishments should be more polished and learning should involve more imagination, more individuality. As the pupil's exposure to the world increases, his imaginative use of language should increase. At that stage, the teacher who is teaching conditional phrases, such as, "If I were a frog stuck in the mud," might get responses like these: "I'd scream," or "I'd eat my way out." Or, when teaching similes, there might be a sentence like: "A rainbow is like a peacock, except there is more of it."

Have you known a teacher who plays "arithmetricks" on the class and expects some in return as the children "catch on?" Or one who invites her pupils to retell a story or to summarize it, or to act out their favorite parts? Or one who gives pupils functional situations and invites their expressions of individual differences? "What would you say if you . . . telephoned the police . . . met Batman face-to-face?" Do you suggest an idea and let your students call upon memories to supply the substance of a composition? "What is the nicest thing that ever happened to you?" When children are absorbed in expression of their ideas, suggestions for improved syntax are remembered.

At the junior high school level, creative thinking leads to creative writing and self-correction. Instead of red pencil marks upon a composition, the teacher might try introducing a self-correction sheet. "Upon rereading your composition: Does it make sense to you? Does it say what you thought it said? Does it move as fast or as slowly as you want?"

Specific Goals

The thread of continuity running through the school years should always be a spirit of inquiry and an inductive approach to learning. The teacher creates a climate and conditions to stimulate a student, who in turn directs the learning. In this way, he discovers for himself a logical sequence of experiences which help explain the range of principles governing life. The problem is presented by a teacher who uses filmstrips, challenging conversation, books, blackboard writing, and teaching machines as assistants. Then it is up to the students to ask questions and to test their ideas against her mature experience, knowledge, and judgment.

When the resources of parents and schools are fully utilized in partnership, the deaf child's ultimate level of receptive and expressive language is raised considerably. Even more important, there is high hope for more meaningful family and school relationships which permit him to become a flexible, independent person as well.

At this point, the individual is loved and enjoyed as a fully functioning son, daughter, pupil, or friend who, incidentally, has a severe hearing loss.

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Classroom Chatter, Deaf . . .

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cans of spray paint. Each person got to spray paint on the globe. It is blue. The globe is pretty.

—Rita Lux

Our World

We are making a globe. Mr. Hippe brought a frame and some chicken wire. We cut the chicken wire. We put the chicken wire on a frame. Mrs. Olson brought some newspaper. We put some newspaper into the paste. We were very messy. We left the globe. The wind blew and the globe fell. We had to plaster again.

Mr. Shular came to plaster the globe for us. He brought sand and white plaster. We watched him plaster.

Mrs. Olson brought some spray paint. We took turns shaking the spray paint. We took turns spraying the globe. It is blue. It is pretty.

Mrs. Hippe came to our room to draw the countries on the globe.

Mr. MacArthur painted the globe.

—Laurie Mullins

Our World

We are making a globe. Mr. Hippe brought a frame and some chicken wire. Then we cut some chicken wire and put it on the frame. Then we made plaster from papier-mache'. We put it on the globe. Then after we plastered the globe the wind blew and it fell on the ground. Next day Mrs. Olson brought some sheets and a needle and thread. She sewed it on the globe. Next day Mr. Shular came in our room and he brought sand, plaster and a pan. He poured sand and plaster in the pan and added water. Then he mixed it up and it looked like cement. He put plaster on his handtable and then put it on the globe. We did not finish it. Mr. Shular said he will finish it "tomorrow."

—Brenda LeMieux

Our World

We are making a globe. Mr. Hippe brought a frame and some chicken wire. We each cut some chicken wire. We plastered the globe outside. It looked nice. A wind blew it over. Mrs. Olson brought some sheets and a needle and thread. She sewed sheets on the globe. Mr. Shular came one day. He brought sand, handtable, gypsum plaster and a pan. Mrs. Olson brought some spray paint. We took turns shaking spray paint. Then we sprayed the globe. Each person sprayed paint. The globe is blue. The blue is a wonderful color. The globe will dry. Then we will paint again.

—Donna Christenson

Summer Vacation

When I got home last June I helped my dad on the farm. I helped taking care of the chickens.

I went to the fair with two new friends. I had fun with them.

My dad and mom went to Thompson Falls to see about dad's retirement as a mailman. On June 15 my dad was retired.

Dad and I cut hay by hand. It took us a long time to finish it. My dad and I got very tired.

After that I fixed fence with dad to keep the cows out of our land. We put up some new fence posts. I really learned a lot about farming from dad.

I made a rabbit house. It took me three days to finish it. My family bought 3 rabbits.

I picked up all the junk around our place and hauled it away. The place looked much better.

On July 30 my brother-in-law and sister took me and my brother and sister-in-law to camp at Thompson Falls Lake. I went fishing. I only got 8 fish and my brother and brother-in-law got 12 fish. We ate the fish for supper

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Classroom Chatter, Deaf . . .

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and it tasted very good. Then my brother and sister-in-law left for Texas. He is in the service.

My brother-in-law and sister took me to Spokane. We made the trip there in about 4½ hours. I really enjoyed the scenery and the trip. It was my first trip to Spokane.

I met some new friends in the trailer court where my sister lives. My new friends took me fishing at Clear Lake near Spokane. I only got one fish. My friends got nothing. It made me laugh. On Tuesday brother-in-law and sister took me around Spokane. After a week in Spokane we left for Missoula. My brother-in-law wanted to buy a trailer in Missoula. He will buy the trailer next year.

When we got home my mother told me that the two rabbits had babies. One mother crushed her babies in the box. The other rabbit had 9 babies. They were very cute.

My dad and mother told me that my pup had killed one bantam chicken. My dad was mad and tied him up with rope. I think Scottie learned a lesson from dad. He never tried to catch a chicken again.

My mother got a job in the hospital. My mother was eager to go to work. She will earn lots of money for a new tractor for the farm. My dad and I were happy that my mother had other job. I helped dad kill chickens to sell to the store. I had fun during summer vacation.

—James Allen

Summer Fun

Last summer we went camping at Canyon Ferry. We stayed with my relatives at Canyon Ferry. I rode in a boat with my uncle from Bozeman. We went to Bozeman from Canyon Ferry. We stayed with my relatives who live in Bozeman. That evening some friends and I went to a cafe. We had some milk shakes. Then we walked to my aunt's house. My mother told me we will go to Virginia City. The next morning we saw a very old town. There were some old clothes on display. Everything there showed us how the people long ago used to live. My family took many movies of the town.

Later we went to the Glacier Park and went camping again. We took my grandma with us from North Dakota. We went fishing. We got 14 fish. Then we went home.

—Pamela Kovash

Summer Vacation

Last summer my family went to Big Fork Mountains for fishing. We got 65 bass and sunfish.

The first week of July, my Uncle Roy, Uncle Frank, father, Creed and I walked about 2½ miles up a mountain. We arrived at Pony Lake. My Uncle Roy got seven cutthroat trout weighing above one pound. I got 4 cutthroat trout. Saturday evening Creed and I used a rubber boat and I did some more fishing. Pony Lake is very deep. Sunset in the Rocky Mountains is really pretty. Sunday morning it rained, so we went home.

The first week of August, my brothers Steve, Creed, Greg and I went up near the Glacier Park where my father works. We walked one mile to fish in the lake. Steve got four cutthroat trout. Next morning we followed trails for about 3½ miles. We saw four lakes. The four lakes are called Chain Lake. We went fishing in one lake. We did not catch any fish. The hills around the lake were snow-capped. The snow was over five feet deep. We went to Flathead River. We fished, but we did not catch any fish. We went home.

The middle of August, I went fishing at Bitterroot River. I got 24 brook trout. On the way home, I met a big bull moose. The bull moose was mad and stared at me. I was afraid because the moose might attack. So I took another trail and arrived home. We really had fun camping during the summertime.

My father said we will have more camping next summer.

—Douglas Westphal

About the front cover: For this month's cover Howard Hammel had the best artwork judged on the theme, and on being freehand. "Howie" comes from Augusta and is in Mr. MacArthur's class. On the back cover is a contribution by Donna Christenson, of Dillon, in the same class.

Montana School for the Deaf and the Blind

Great Falls, Montana

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Hon. Forrest H. Anderson, *Atty. General*
Hon. Harriet Miller, *Superintendent of Public Instruction*

APPOINTED MEMBERS

A. A. Arras Jr., *Cut Bank*
Charles P. Moore, *Great Falls*
John D. French, *Ronan*
Mrs. Joe C. King III, *Winnett*
Gordon D. Mullendore, *Glendive*
John E. O'Neill, *Butte*
Boynton G. Paige, *Philipsburg*
Maurice E. Richard, *Miles City*

LOCAL EXECUTIVE BOARD

Pat M. Goodover, *Chairman*
Dr. Harry Roch
Harold M. Leigland

ADMINISTRATION

Floyd J. McDowell, M.A., *Superintendent*
John E. Warner, B. B.A., *Business Manager*
Winifred Wells, *Secretary-Bookkeeper*
Elizabeth Caldwell, *Stenographer*

TEACHING STAFF

SCHOOL FOR THE DEAF

J. William Lenth, M.S., *Principal*

Barbara Bass, B.S.
Bill Davis, B.A.
Rebecca Ellis, B.A.
Flo Ellen Hippe, B.A.
Karla Houtz, B.A.
Francine Lauer, B.A.
Beverly LeMieux
Robert LeMieux, B.A.
David MacArthur, B.S.
Florence McCollom, B.S.
June Meier, B.S.
Richard Mullins
Diane Olson, B.A.
Ada Rankin, B.S.
Ada Somppi, B.A.
Betty VanTighem, B.S.
Mary Woerner, B.A.

SCHOOL FOR THE BLIND

Philip Vedovatti, M.S., *Principal*

Kris Fatka, B.A.
Joyce Jones
David L. Kapphahn, M.A.
Donna Marriott, B.A.
Viola McDowell, B.S.
Mildred Stafne, B.S.
Mildred Vasichek, B.A.
Mary Louise Wolf, B.S.
Charles Wright, B.S.
Mary Tonya Young, B.A.

HOUSEHOLD STAFF

CARE OF STUDENTS AND FOOD SERVICE

Mary Roosa, *Household Director*

Cardelia Christopherson
Rita Herbold
Walter Herbold
Ruth E. Matson
Leona Music
Elizabeth Nordwind
Frieda Roth
Lois Shanahan
Emma Stratton
Antonina Studencki
Don Walker

MAINTENANCE STAFF

Ray Brady
Vernon Hippe
Newton Shular
Bruno Studencki

HEALTH AND MEDICAL SERVICE

J. W. Brinkley, M.D., Great Falls Clinic
Agnes Letcher, *School Nurse*

Donna Christenson